



Section 2: Curriculum and Assessment Guidelines

Curriculum and Assessment Guidelines

The *Vermont Health Education Guidelines* are designed to support schools in the implementation of *Vermont's Framework of Standards and Learning Opportunities*. Standards offer hope for improving student achievement significantly. They provide a basis for what students should know and be able to do. This document identifies Vermont standards that clearly speak about health literacy.

According to the National Health Education Standards, health-literate individuals are critical thinkers, problem solvers, and creative thinkers who can make decisions and set goals within a health promotion context. Critical thinkers apply interpersonal and social skills in respectful relationships. They are effective communicators, who organize and convey beliefs, ideas, and information about health. They conscientiously advocate for the enhancement of personal, family, and community health.

The Vermont standards included in this document are not the only Vermont standards that promote health literacy. Curriculum developers and classroom educators could certainly choose to focus on, as well as assess, other Vermont standards within the health education curriculum.

The health concepts and skills included under each Vermont standard represent a menu from which schools can choose to develop their standards-based health education curriculum, classroom instruction, and assessment. They are not a state mandate, nor do they define a state curriculum. The Vermont standards and the health concepts and skills articulated in this document are intended to serve as a support for developing local curricula, allocating instructional resources, and providing a basis for assessing student achievement and progress. They furnish guidance for the improvement of health instruction, yet leave precisely how this is to be accomplished to teachers and curriculum specialists. The guidelines are intended to be flexible enough to accommodate the strengths and needs of students, families, and local communities.

TABLE 1
RELATIONSHIP OF THE HEALTH EDUCATION CONTENT AREAS AND ADOLESCENT RISK BEHAVIORS TO THE VERMONT FRAMEWORK OF STANDARDS

Health Education Content Areas	Vermont Standards	Centers of Disease Control and Prevention Adolescent Risk Behaviors
Alcohol, Tobacco, and Other Drugs	Communication (1.15)	Tobacco use
Body Structure and Function	Respect (3.3)	Dietary patterns that contribute to disease
Community Health	Health Indicators (3.4)	Sedentary lifestyle
Consumer Health	Healthy Choices (3.5)	Sexual behaviors that result in HIV infection/other STDs and unintended pregnancy
Disease Prevention	Decision Making (3.7)	
Family & Mental Health	Problem Solving/Conflict Resolution (2.2 & 3.12)	Alcohol and other drug use
Human Growth and Development	Media Literacy (5.14)	Behaviors that result in intentional and unintentional injury
Nutrition	Advocacy (1.15e & 5.15)	
Personal Health	Human Body (7.14)	
Safety		

Health Content Areas

Content areas organize specific content and skill topic descriptors in each section. The Vermont Health Education Guidelines include five health content areas. The content areas come from Vermont's Comprehensive Health Education law and the CDC adolescent risk behaviors.

The following five areas are used as content organizers.



ATOD—Alcohol, Tobacco, and Other Drugs. This content area includes education about alcohol, caffeine, nicotine, over-the-counter and prescription medicines, and illegal drugs.



DVIP—Disease, Violence, and Injury Prevention. This area covers disease, such as HIV infection and other sexually transmitted diseases, as well as other communicable diseases, and the prevention of disease. It also addresses safety issues, including first aid and disaster readiness, and the prevention of violence and both unintentional and intentional injuries.



N&PA—Nutrition and Physical Activity. This content area includes education about nutrition and physical activity.



PH—Personal Health Concepts—Family, Social, Mental, Sexual. Personal health concepts address both family and mental health, including the development of responsible personal behavior and healthful decisions about sexual activity, including abstinence. This area also addresses skills such as communication and cooperation to strengthen family ties. In addition, human growth and development are included here.



CECH—Community, Environmental, and Consumer Health. This area combines community and consumer health. It includes environmental health, public health, and world health, as well as health careers, health costs, and health services.

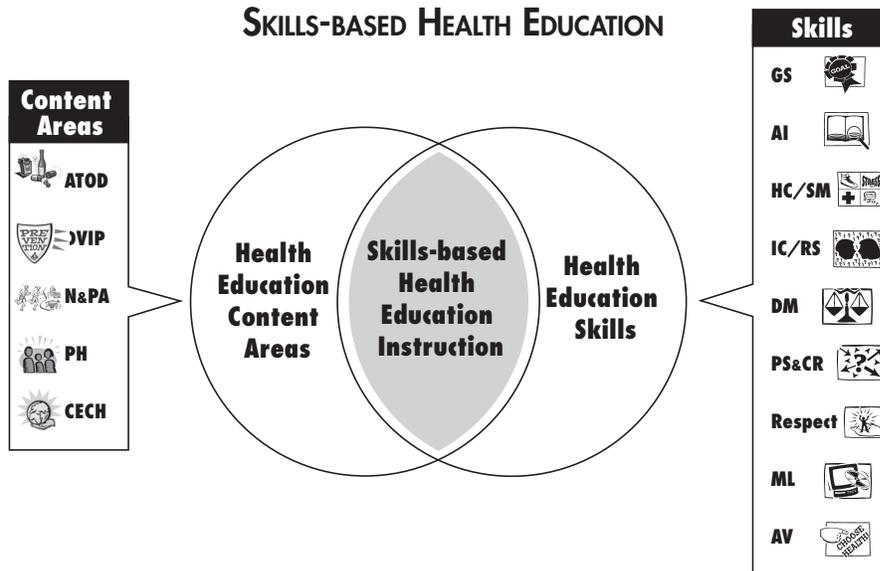
The following chart indicates how these content areas link to the CDC Priority Risk Behaviors and to the Vermont statutes.

CONTENT AREA LINKS

CONTENT AREAS	LINKS TO:
ATOD —Alcohol, Tobacco and Other Drugs	CDC Priority Risk Behaviors: Alcohol and Other Drug Use, Tobacco Use VT Content Areas: Alcohol, Tobacco, and Other Drugs
DVIP —Disease, Violence, and Injury Prevention	CDC Priority Risk Behaviors: Behaviors that result in intentional and unintentional injury VT Content Areas: Safety, Disease
N&PA —Nutrition and Physical Activity	CDC Priority Risk Behaviors: Dietary patterns that contribute to disease; sedentary lifestyle VT Content Area: Nutrition
PH —Personal Health Concepts—Family, Social, Mental, Sexual	CDC Priority Risk Behaviors: Sexual behaviors that result in HIV infection/other STDs and unintended pregnancy VT Content Areas: Personal Health, Family and Mental Health, Human Growth and Development
CECH —Community, Environmental, and Consumer Health	VT Content Areas: Community Health, Consumer Health

Note: VT Standard 7.14 “The Human Body” focuses on the VT content area Body Structure and Function.

SKILLS-BASED HEALTH EDUCATION



Assessment Emphasis Areas



Goal Setting—This skill category demonstrates the ability to set goals for a healthy lifestyle.



Accessing Information—This skill demonstrates the ability to know how and where to find valid health information, products, and services.



Healthy Choices/Self Management—This skill demonstrates how to reduce health risks and practice healthy behaviors in areas such as stress management, safety, first aid, exercise, nutrition, and personal hygiene.



Interpersonal Communication/Refusal Skills—This skill category demonstrates how to communicate with others in healthy ways. The Refusal Skills aspects address students' ability to say no and express their feelings and needs, while maintaining relationships.



Decision Making—This skill demonstrates the ability to make decisions that enhance health.



Problem Solving & Conflict Resolution—This skill category assesses students' ability to use problem-solving, mediation, and conflict resolution skills.



Respect—This category demonstrates the ability to be respectful of self and others.



Media Literacy—This skill demonstrates the ability to analyze and evaluate media messages and their influences on health behavior.



Advocacy—This skill category evaluates students' ability to advocate for personal, family, and community health.



Core Concepts—Core concepts are linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.